



# Dakota Attitude

## Gordon & Adele (Rice) Spidah

Interview: Oct. 3, 2017  
County: Ramsey  
City: Doyon



### Visiting My Relatives

Adele was born in May 1941 and grew up in Doyon. "When I was young," she says, "I used to ride along on [my dad's] mail route. He had a little red jeep then. Some of my cousins would go along and have a grand ol' day. My aunt had the post office and they get little baby chickens in an 'he'd have to deliver them if the people didn't come and pick 'em up. So that was kind of a noisy ride and kinda stinky."

"When younger, our main thing was riding bike up an' down the middle o' the street. I think our parents never knew where we were half the time. But everybody in town kinda knew where we were and kept track of us. We knew that the whole town was watching us, so we never got into much trouble, really."

"My friend, Dianne, lived across the street. We'd get on our bikes. Well, this was more in the summer. We'd ride out to the cemetery. I'd introduce her to all my relatives out there. I had grandparents, great-grandparents, great-great-grandparents [there]. I think she had a few relatives out there, an' there was a big cement bench that we'd sit on out there. Sometimes we'd take our lunch."

"I knew stories from my parents about all these people, and I probably was made to attend a lot of funerals for the aunts and uncles that were out there. It was outdoors with the sun shining, lot of nice trees, lilacs. It was beautiful out there on the hill. "I graduated from high school in 1959—the last class." Adele married Gordon Spidah shortly after graduating.

Looking back, Adele has positive memories of Doyon. "You are able to see people as they are and not for what they have. Not their job title, not their monetary wealth. We were all kinda in the same boat, you might say, in Doyon, so that didn't impress us."

"I think a lot of people think of small towns and farms as Hicksville, you know, but I always thought it was fortunate to grow up on the prairies of North Dakota. Doyon will always hold my favorite memories."

## Myrna (Berg) Lundby

Interview: June 12, 2012  
County: Williams  
City: Grenora



### Next time your suitcase will be out in the street

Myrna Berg Lundby says, "I was born and grew up about 13 miles northeast of Grenora." She had two sisters and one brother. Myrna and her siblings attended Sioux Trail School, about three miles from the farmstead. "Growing up on the farm, Saturday nights we would bring our cream in. We [kids] would go to the show, go to the drugstore and have malted milk or sundaes, then buy some comic books." A favorite movie? "I loved Shirley Temple, anything she was in."

"In high school I boarded in town with another girl. She became my very best friend. I just remember us bringing whole chickens from home [to cook]." After school, "we would visit

or go over and sit in the park, get together because there were a lot of young ones who came from the country and had rooms in town. It wasn't just us."

The couple who owned the house where Myrna and her girlfriend boarded, "were awesome. There were times we would probably get in later that what the gentleman up there liked, so one night he locked us out. The garage door was open, so we snuck in. And he warned us. 'Your suitcases will be out in the street the next time.' We stayed there for four years."

Myrna dated Dick Lundby all the way through high school, and they married upon graduation. They have three children, six grandkids, and two great-grandkids. Dick worked at the Farmers Union, and then they operated the local hardware business for 44 years, retiring in 2006.

Myrna tells a story about her husband: "Dick and his cousin were out plowing. It was a real hot day, so his cousin took his jeans off, so he was just in his shorts. He laid them on the tractor and at the end of the day, he was going to put his jeans on and he discovered they were missing. He had plowed them under, so he had to go back to the farm in just his shorts."

Dick adds, "I suppose I was a sophomore-junior in high school. I had a John Deere, and he had an International."

## Robert 'Bob' Miller

Interview: Aug. 25, 2015  
County: Barnes  
City: Eckelson



### Living Decent

Born in 1935 on the north side of Eckelson Lake, Bob Miller has strong memories of his parents. His father, a farmer, was "very industrious, intelligent. [He] didn't waste a nickel on nothing. He wasn't a cheapskate but very conservative. Mother was very timid and quiet. Very insecure. And it had a big effect on me. I had terrific insecurity for a long time." This insecurity may have influenced Bob to postpone marriage until he was 40 years old. He married Hulda Middlestead in 1976. She passed away in 2008.

Bob's earliest memory is of coming to town in a horse and buggy. A more important memory is of his membership in the Boy Scouts of America, which he thinks "was a fabulous experience. We learned friendship and working together as young people. We learned the value of living decent."

Bob graduated from Eckelson High school in 1953, then began farming. "I went farming first with Dad for a year or two, and then Dad went on construction. Then my brother, Mo, and I went farming together."

"We've got a tremendous run of trains here though now. The coal trains and the oil trains are coming through here every hour on the hour just about. They run about 20 trains a day. The Public Service Commission forces them to blow their horn four times every time they cross a crossing, you know, so they blow their damn horn really good here. Even as deaf as I am I can hear them, but they don't bother me for sleeping. I don't like it if I'm visit-ing uptown and then the train comes through blowing the whistle. Makes it impossible to visit, and then the train itself is noisy enough that makes it more difficult, too."

Even with the train noise, Bob enjoys being retired and living in Eckelson. "Well, it's the people that I've known all my life. I think it's beautiful neighborhood and also considerably privacy. You don't have a hassle of neighbors. And great friendships."

*(Editor's Note: The following profiles of North Dakota residents were collected by author James Puppe between 2004-2018, covering 617 subjects and 113,000 miles. He has given permission for his book to be serialized in North Dakota Newspapers at no charge. To find out how you can read the entire collection of Dakota Attitude profiles go to dakotaattitude.com.)*



TMMS students with their STEM instructor Kameron Hamley

## MUSIC from page 1A

like that," stated Mr. Hamley. "Right now they're using a program, an online program that's free. Anyone can use the program called 'Audio Tool,' and it's kind of like Garage Band, where you can make instruments and music and make online soundtracks and other music related stuff."

The students are currently using a musical instrument digital interface (MIDI) controllers, which are hardware devices like keyboards, pad controllers, or faders and used to send data to software instruments or sound modules to trigger, record, and manipulate sounds.

"In my STEM class we have a 'Science of Music' module, where we use piano keyboards and browser-based music software to teach students the science behind sound, rhythm, and digital production," Hamley said. "Instead of just listening to music, students are actually building it — layering sounds, adjusting frequencies, working with timing, and understanding patterns. It turns music into something hands-on and technical, which fits perfectly into STEM."

Hamley added, "The music shortages we have in the state right now with almost no schools having a music is really kind of a sad thing, too, because back when we were going to school that was so much fun, that was so popular, and everybody did it, especially here in our community. In our Native traditions, one of the center cornerstones is music, so I'm kind of helping fill the gap... I'm not a replacement for band class or music class, but I'm just trying to get something in there so our students can have some kind of music in their school experience."

Mr. Hamley went on to say: "Music has always been a huge part of our culture—whether it's drumming, singing, or storytelling. What we're doing is building a bridge between traditional forms of expression and modern technology. Students can take rhythmic ideas inspired by pow-wow drums or cultural patterns and translate them into digital compositions. It's not about replacing tradition — it's about showing students that their culture belongs in modern spaces like technology and STEM. That connection makes the learning more meaningful and personal."

Hamley said the students are liking what's been taught thus far. In fact, the students are learning quickly and really liking the hands-on learning experience, while being able to listen to the sound of music in the classroom. "The students are really positive about it," Hamley says. "They're really kind of getting into it. They're expressing their tastes of music, kind of sharing ideas, brainstorming, and they're really able to explore their creativity in ways that maybe they don't get to in other core curriculum classes. Engagement goes way up. Students who might struggle in other areas often excel here because it's creative but still structured. They're experimenting, troubleshooting, and revising their work — those are all core STEM skills. Plus, they take pride in creating something that's uniquely theirs."

Jayla LaVallie is an 8th grader at TMMS and a member of the student council. She's finding this new curriculum within the STEM program as a creative way of learning.

"I like being creative with all the things Mr. Hamley has us do, like building new things and a lot of hands-on work, especially learning how to use technology inside of classroom," Jayla said. "I think it's important in the society we live in today."

Jayvius LaVallie also likes the fact he's able to channel his inner creativeness using music with STEM teachings in the classroom.

"I get to really express my creative feelings with this project," Jayvius said. "I just have fun with this project, because at the elementary there's this piano in the back and I always used to go back and play on it. I've been wanting to play an instrument again so this is really nice."

Hamley believes music is STEM in many aspects, stating, "When students create a beat or melody, they're working with wave patterns, timing intervals, digital inputs, and problem-solving. For a lot of students, especially those who may not connect with traditional math or science instruction, music becomes the entry point... It makes abstract concepts real and engaging."

Moving forward, Mr. Hamley hopes that his students can utilize their creative strengths and adapt to more ways of learning in the future after this latest project. He eventually wants to broaden their

horizons and challenge his students even further down the road.

"It creates opportunities," Hamley said. "When students build skills in technology and creative fields, they're better prepared for jobs that can be done locally or remotely. That's important in rural areas like ours. It also gives the community something to be proud of. Students are creating real projects — music they can share, skills they can demonstrate. It shows that innovation is happening right here, not just in big cities."

Hamley added, "I'd like to expand it—bring in more advanced tools, connect with local artists, and possibly create community events where students can showcase their work. Long-term, I see this growing into something bigger than a class."

In closing, Hamley stated: "I also want to recognize and thank our school principals and administration for their support. They've given me the flexibility to approach STEM education in a creative way and trusted me to build something different for our students. Their willingness to support new ideas—and to help secure the equipment and supplies needed—has made this program possible. Without that support, students wouldn't have access to these kinds of hands-on, meaningful learning experiences. It really shows what can happen when a school is willing to invest in both innovation and its students."

## ADVERTISEMENT – REQUEST FOR PROPOSALS April 6, 2026 Procurement of Architectural and Engineering Services

### Construction of New Physical Education Gymnasium for Belcourt School District #7 Located on the Turtle Mountain School Campus in Belcourt, North Dakota

Belcourt School District #7 is soliciting proposals from qualified architectural firms with architectural, structural, civil, mechanical and electrical engineering capabilities to provide design, planning, drawings, and specifications for construction of a new physical education gymnasium to be located on the Turtle Mountain School campus in Belcourt, North Dakota. This facility is intended to support the physical educational space needs of our students in a modern, functional, and sustainable environment. This new facility is envisioned to be 22,000 square feet.

#### Scope of Work:

- Develop comprehensive architectural and engineering plans for a state-of-the-art facility that meets physical education standards & requirements for students, community spectators and sports competitors in a setting within budget as specified by the District.
- Provide full architectural and engineering services, including conceptual design, schematic drawings, detailed construction plans, specifications, and cost estimates.
- Ensure the design complies with local, state, and federal regulations, as well as the unique needs of the Belcourt School District community.
- Incorporate sustainability and energy-efficient practices into the design.

#### Eligibility:

- Firms must have prior experience in designing educational facilities and projects of similar scope and size.
- Architects and engineers must be properly licensed.
- Firms must be licensed by the State of North Dakota at time of proposal submission. Firms submitting proposals are responsible to comply with the Turtle Mountain Band of Chippewa Indians Tribal Employment Rights Ordinance (TERO) Requirements. Successful firm must also hold a current Turtle Mountain Band of Chippewa TERO license prior to contract.

#### Proposal Requirements:

- A comprehensive fee schedule which shall include a fee scale based on final project cost from design planning to specifications through construction administration to final inspection of the project.

Belcourt School District #7 is an equal opportunity employer and will accept proposals from all qualified firms. The Belcourt School District #7 reserves the right to reject any or all proposals. The District will not be responsible for costs incurred by firms in preparation of proposals. The contract will be with the Belcourt School District #7.

**Questions/Clearifications:** Any questions regarding this RFP must be submitted in writing by email to Duane Poitra, Business Manager at duane.poitra@k12.nd.us cc: kevin.davis@k12.nd.us with a read receipt request no later than April 27, 2026 at 4:00 pm.

**Proposal Submission Deadline:** Firms must ensure all required documentation is included and submitted by the indicated deadline. Sealed proposals must be received no later than April 27, 2026 at 4:00 pm. Late submissions will not be considered. Proposals will be opened and reviewed at a meeting of the District's construction committee, scheduled no later than April 28, 2026 at which meeting firms may present their proposals to committee if they so choose.

**Proposal Submission Address:** All sealed proposals must be submitted to the following address:

Belcourt School District #7  
Attn: Duane Poitra, Business Manager  
1207 William Hardesty St  
PO Box 440  
Belcourt, ND 58316



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